



Week 1 Assignment:

Overview

The purpose of the assignment this week is to get acquainted with each other, investigate three different learning theories, and formulate a collaborate learning team. Your readings and video clips will focus on constructivism, connectivism, and cyborg theories. Group collaboration is a major emphasis in the Teaching with Technology course. During Week 1, you will assemble a learning team composed of candidates from within this course and preferably from within your section. The purpose is to collaborate and create the solution to a scenario-based group project that must be completed by the end of the course. You can locate a copy of the scenario in the resources area of the course or access it at the following Google site:
<http://sites.google.com/site/luteachingwithtechnology>.

Each week, you will update your personal wiki eportfolio. For this course, you will use the personal wiki that you created in EDLD 5306. As you examine the readings and video clips, consider the implications for teaching with technology. Then you will update your wiki eportfolio once you've completed all of the readings, videos, and discussions associated with each week's lesson to reflect upon what you have learned.

Web Conferences

During this class, you have the opportunity to participate in weekly web conferences. At the beginning of your course, the professor(s) will provide a list of scheduled web conferences and the URL to access the sessions. You do not need to download or purchase additional software to participate in the conferences. However, a headset with microphone and web camera are preferred equipment. For further details, see the information sent to you by the professor(s) and/or Instructional Associate via email, discussion board, Virtual Office Hours, and/or announcements.

Post-Conference Activity

Although this is an optional activity, you are asked to reflect on the value of the experience in your course wiki eportfolio. For this and other blog posts required in this course, use the wiki you created in EDLD 5306. After making your post, please include the URL of your wiki eportfolio site so that your professor(s) and/or Instructional Associate may have access to view your posting(s). We value your comments and strive to continuously improve our program based upon feedback from our candidates.

Your Wiki ePortfolio URL	http://lmknight.wikispaces.com/
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Rubric

Task(s)	Accomplished	Proficient	Needs Improvement	Unacceptable
Assignment Week 1 - Part 1 Extends personal wiki eportfolio to include knowledge learned about the Week 1 topics.	1. Proofread carefully (no errors) before posting and followed the rules of netiquette: http://www.albi.on.com/netiquette/corerules.html . 2. Wiki eportfolio update demonstrates excellence in effort, research, and creativity. 3. Wiki eportfolio posting reflects an in-depth, substantive one-two paragraph update. 4. Student sent the wiki link to the instructional associate for review. (max. 10 pts.)	1. 1 to 2 minimal errors. 2. Wiki eportfolio update demonstrates effort, research, and creativity. 3. Wiki eportfolio posting reflects a minimum of 1 in-depth paragraph. 4. Student sent the wiki link to the instructional associate for review. (max. 8 pts.)	1. Numerous errors. 2. Little evidence of an eportfolio update. 3. Little effort, little research, and/or little creativity. 4. Wiki eportfolio posting reflects less than a paragraph and content is not aligned with the week's topics. 5. Student sent the wiki link to the instructional associate for review. (max. 6 pts.)	1. Incomplete. 2. Late with completion. 3. General failure to follow expectations in the accomplished category. (0 pts.)
Assignment Week 1 - Part 2 Form a 3-5 member learning team to complete	1. (3-5) member team formed with varying areas of expertise 2. List of team members sent to	1. Incomplete team 2. Incorrect team list sent to the instructional associate. 3. Team leader identified.	1. Incomplete team 2. Failure to send list to instructional associate 3. No team leader identified	1. Incomplete team 2. Failure to send list to instructional associate 3. No team leader identified (0 pts.)

the scenario-based group project due in Week 5	instructional associate 3. Team leader identified (max. 5 pts.)	(max. 3 pts.)	(0 pts.)	
Create a Google doc for team planning to solve to scenario	1. Team Google doc created. 2. Team Google doc shared with team members, instructional associate, and professor(s) 3. Appropriate team Google doc link sent to the IA (max. 5 pts.)	1. Team Google doc created, but late. 2. Google doc not shared with appropriate individuals. 3. Incorrect link shared with IA, team members and/or professor(s) (max. 3 pts.)	1. Team Google doc not created 2. General failure to follow expectations outlined in the Accomplished column of this rubric. (0 pts.)	1. Team Google doc not created 2. General failure to follow expectations outlined in the Accomplished column of this rubric. (0 pts.)
Create a Google team site (with specified components) to share your team's scenario solutions.	1. Team Google site created. Each of the components do not need to be on separate pages, but at a minimum there should be a Title Page and a Group Project planning page with the following components visible: -Title - List of team members. -Team member photos and appropriate contact information. -Group project planning area page.	1. Team Google site created, but didn't follow general directions. Some components missing or not fully completed. 2. Team Google site created, but may not be shared with appropriate individuals. 3. Team Google site created, but there may be an inaccurate site link sent to the IA, team members, and professor(s). (max. 6 pts.)	1. Team Google site created late and/or many components missing. 2. Team Google site created, but not shared with appropriate individuals. 3. Team Google site created, but and Inaccurate site link sent to the IA, team members, and/or professor(s). (max. 3 pts.)	1. Team Google site not created. 2. General failure to follow expectations outlined in the Accomplished column of this rubric. (max. 0)

	-Shared Google Document 2. Team Google doc linked in Google site and shared with team members, instructional associate, and Professor(s). It is recommended that it be shared with the world. 3. Team Google site link sent to the instructional associate. (max. 10 pts.)			
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Assignment Week 1 - Part 1 Instructions

After completing this week's readings, videos, and discussion, update your personal wiki eportfolio to include knowledge learned in Week 1.

Once you've updated your personal wiki eportfolio, submit the information by copying and pasting your post in the box below.

This assignment is due no later than 11:59 p.m. on the seventh day of Week 1 of this course.

Assignment Week 1- Part 1 Submission Content

Your Wiki ePortfolio URL	specific URL for this course: http://lmknight.wikispaces.com/EDLD_5364_Teaching_With_Tech Home page of wiki: http://lmknight.wikispaces.com/
Time and Date of Your Update	Sunday, February 27, 2011 at 9:45 pm
A Copy of Your Wiki ePortfolio Posts (Copy and paste from your wiki)	Readings Reflection: I have always been a constructivist teacher. When I first started out I was a one without even knowing what constructivist theory curtailed. I always had students working in different center/station arrangements working through their own topics to increase their knowledge and keep them involved in the decisions of the classroom. I tried to make each

eportfolio)	<p>section of the curriculum there idea by molding my questioning to drive them to the next topic to be learned. The readings of Sprague and SEDL supported my educational theories.</p> <p>While in the area of professional development and technology integration, I would often come across teachers who thought technology should be a class and not “another thing” teachers should have to teach. I appreciated the article from Sprague and Dede that stated, “Technical literacy should not be taught as an isolated subject, nor should activities with technology be isolated from other activities in the classroom.” We need to integrate the technology into what the students are doing in their classrooms with their curriculum. Otherwise, the knowledge will not transfer. To me, having technology as a separate course is like having a spelling test once a week. They may know the information for the test, but a week later they will have forgotten most of what they learned.</p> <p>As Solomon and Schrum remarked, Web 2.0 is allowing collaboration to be a fundamental tool for our 21st century students. Teachers can now use a more flexible model for our students to represent their learnings. We do not need our students to stand and deliver a report where only one classroom can hear the information. Now with Web 2.0, our students have a global audience.</p> <p>Bradford, Brown, and Cocking researched how the brain allows us to learn. I appreciated this piece since it went into detail about specifics that some teachers take for granted. We often wonder why some students spend days on a project and never finish. We must facilitate their learning with technology. They may be “Digital Natives” but they are still children and need to be given the tools to manage their time and to utilize the technology in an appropriate manner.</p> <p>As McPheeters reminds us in the article Social Networking Technologies in Education, social networks have been rife with controversy especially in the field of education. We need to embrace this form of technology since our children are of a social nature. We can communicate with parents in a manner that most are already engaged.</p> <p>Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). <i>How People Learn: Brain, Mind, Experience, and School</i> (Expanded edition). Washington, D.C.: National Academy Press. Online at http://books.nap.edu/openbook.php?record_id=6160&page=194</p> <p>McPheeters, D. (2009, March). Social Networking Technologies in Education, <i>Tech and Learning</i>. Retrieved Feb. 24, 2011 from http://www.techlearning.com/article/16250</p>
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Pitler, H., Hubbell, E., Kuhn, M., & Malenoski, K. (2007). *Using technology with classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Sprague, D. & Dede, C. (1999). If I teach this way, am I doing my job: Constructivism in the classroom. *Leading and Learning*, 27(1). Retrieved Feb. 25, 2011 from the International Society for Technology in Education at http://imet.csus.edu/imet9/280/docs/dede_constructivisim.pdf

Solomon, G., & Schrum, L. (2007). *Web 2.0: New tools, new schools*. Eugene, OR: International Society for Technology in Education.

Southwest Educational Development Laboratory, (1999). *Learning as a personal event: A brief introduction to constructivism*. <http://www.sedl.org/pubs/tec26/intro2c.html>

Video Reflection

With Constructivist theory you never learn anything from scratch as stated by Abbot. You construct bigger framework from previous knowledge and you embed new ideas with old ideas. The constructivist theorists believe everything is subjective. A good teacher takes kids where they are now and expands upon that knowledge. For me this theory is the most relative and adaptable to the 21st century classroom. I find that as an educator I utilize the constructivist theories.

The Connectivism theory as stated by Siemens centers around a network model of learning where connections people make with are with databases and other forms of knowledge are through the network of learners that a learner creates. Today due to complex environment, connectivism does not occur completely within the mind. This theory of knowledge is about distribution that happens across a network. Two types of networks which are the internal neural and the external. The internal neural network is how our mind creates leaning itself in a network matter; neural networks. We can't control our neural. The external network of learning we do when we form connections with other individual learner control. There is a strong emphasis on the manner in which knowledge is evolving. We must stay current. What I learn today that knowledge may be obsolete. Connectivism is reflective. In other words, we must stay current as knowledge changes through lifetime. The social element is prominent connections with individual is what helps us to stay current.

The third theory we learned about is the cyborg learning theory. Kevin Warwick discussed how people will go from humans to cyborg: part human part electronic/robotic. This theory dedicates that within decade people will implant chips to help improve communication. When Warwick had his first implant, they place it in arm with radio frequency to identified him to his computers. He had main part in nervous system (wrist) which filed into nervous system. Electrodes he could plug into computer, in other words: plug nervous system to computer. He moved hand through nervous system to control computer. He stated we supposedly only notice 5% of stimuli. He believes we could have implants that took ultrasonic signals to stimulate which could give us an extra sense similar to the sonar in bats. Kevin Warwick connected his nervous system to his wife's nervous system. They were electrically linked through the nervous system; when his wife moved her hand, his brain got the pulses.

Cyborg theory believes in linking the human brain with technology in order to upgrade the human species. Simplistically stated, computers doing good where humans do poorly. Kevin Warwick discussed that if technology needs more memory we just go out and get more memory. He wondered why can people just go out and get extra memory when needed. This theory involves how we will evolve with education. If we can just upload knowledge, then we won't need universities and schools. We would never need to physically go on vacation. He discussed how this will have a matrix style of download/uploading knowledge and vacations. He also discussed how medical would change. We would go from chemical to electronic stimulation. Finally discussed was the thoughts of the destiny of humans without chips. He knows there are critics since cyborg theory will change life as we know it. He sees the cyborg to be intellectually superior and able to think in more dimensions.

Abbott, J. (nd). *Building Knowledge: Constructivisim in Learning*. Youtube.com Retreived Feb. 23, 2011, from <http://www.youtube.com/watch?v=F00R3pOXzuk>

Siemens, G. (nd). *The Changing Nature of Knowledge*. Youtube.com. Retrieved on Feb. 23, 2011, from <http://www.youtube.com/watch?v=YMcTHndpzYg>

Warwik, K. (nd). Cyborg Life. Yourube.com Retrieved on Feb. 23, 2011 from http://www.youtube.com/watch?v=RB_I7SY_ngI

Assignment 1 – Part 2 Instructions

Group Project - Assemble Group

Throughout the Teaching with Technology course, you will be working in a collaborative team to create a unit plan to solve a classroom scenario. The focus will be to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. You will be expected to apply current research on teaching and learning using 21st Century technology applications when planning the learning environment and experiences to solve the scenario. The final product should include examples of ways to incorporate assistive and adaptive technologies within the Universal Designs for Learning framework. Additionally, authentic assessment, sample technology-based activities, and suggested teacher staff development should be included.

The first step to completing this primary assignment is to submit the names of your group members to create a solution for the scenario-based, group project. The team size should be three to five individuals composed of candidates from within this course and preferably within your section. Each member should have varying backgrounds and experiences that can contribute to the team. You should also select a team leader, who will lead the Google docs portion of this assignment, and other forthcoming tasks in which communication is necessary between team members and instructional associates. **As a reminder, it is mandatory that each person participate in a three to five member team to complete the project.** Remember you can locate a copy of the scenario in the resources area of the course or access it at the following Google site: <http://sites.google.com/site/luteachingwithtechnology>.

Google Docs

Each team member will want to create a Google account if one doesn't already exist. The team will be required to communicate using Google Docs and other features as part of the group project. So, if you don't already have a Google account, then this would be a great time to create one and experiment with the variety of collaboration tools Google has to offer. You can view one of these YouTube videos to learn how to create a google account:

<http://www.youtube.com/watch?v=fyYv4H4zTxs>

<http://www.youtube.com/watch?v=irzTP2IYhVk&feature=related>

The first Google activity will be for the team leader to create a shared Google Doc that will be used for the project planning and collaboration tool among your team members. The shared Google Doc that your team creates will be the location where you begin brainstorming a solution to the project that will be due in Week 5.

For assistance with creating a Google doc, you can refer to Google Docs in Plain English at <http://www.youtube.com/watch?v=eRqUE6IHTEA>. Remember that the team leader will need to share the doc with the other team members to begin the collaboration. Once the Google doc has been created, the team leader must send the doc URL access link to the instructional associate by the assigned due date.

Google Sites

The team will need to create a Google site to house all of your team's project work as you plan and solve the scenario. As a team, you need to decide who will create the site. Then each of you should have the rights to edit the site pages. Your team may arrange the site to meet your team needs. Each of the components do not need to be on separate pages, but at a minimum there should be a **a Title Page and a Group Project planning page** with access to the shared Google

doc for planning purposes.

The following components should be visible in your site at the end of Week 1.

- 1) Title Page
- 2) List of your Team members.
- 3) Team member photos and appropriate contact information
- 3) Your group project planning area page.
- 4) Shared Google doc.

If you need assistance in creating the team Google site, please feel free to view these YouTube videos for guidance:

<http://www.youtube.com/watch?v=fD-4FRTzxkI>

http://www.youtube.com/watch?v=F1B_q_EiVHI&feature=related

Each individual on the team will need to submit the content below to your IA via Epic Assignments. Consequently, each team needs to work closely together to be certain each team member has the same information. If you have questions, please contact your IA.

Assignment Week 1- Part 2 Submission Content

List your 3-5 member team names and each person's area of expertise.	<p>Leanne Knight email: knightl@hpsid.org ALSO imaknight@gmail.com skype: nowaknight <u>Areas of expertise:</u> Technology Integration Specialist Global instruction and integration Presenting Professional Development TCEA Steering committee</p> <p>Patty Odom email: Patty.Odom@abilene.tstc.edu or patty.odom@yahoo.com Yahoo IM: patty.odom <u>Areas of Expertise:</u> College Instructor Graphic Design Curriculum Design: Face to Face, Hybrid, and Online classes Blackboard and Moodle Syllabus and rubric creation Adobe Software</p> <p>Kathy Wade email: kwade@dlsisd.org or krmwade@gmail.com skype:kwade729 <u>Areas of Expertise:</u> MS Office Multimedia software 9th-12th age group</p>
Your Team's Leader	Leanne Knight

Your Team's Google Doc URL and shared with team members, IA, and Professor(s)	http://tinyurl.com/EDLD-5364-Group-Project full URL: https://docs.google.com/document/d/1hWOGsyPaoSrM2nQeSvyAyG5OHuOllp3gyXSYBirfaGA/edit?hl=en&authkey=Ciqw4aIP&pli=1#
Your Team's Google Site URL and shared with the world.	http://sites.google.com/site/projecttechnologytools/
Time and Date of Your Update	Sunday, February 27, 2011 at 9:55 PM